

SERVICE PERFORMANCE STANDARDS

How the First Year Is Structured

0-3 months – Induction and foundations

- Mandatory training and service induction completed
- Clear expectations agreed, with supervision and line management in place
- Any initial support or adjustment needs identified and addressed
- 80% attendance to clinic and supervision.
- Early clinical work planned safely and at the right level
- Attendance to a three-way meeting with line manager and service supervisor meeting.

Mid-training review

- Caseload appropriate to training stage
- Clinical work, records and outcomes meeting expected standards
- Supervision attended and used effectively
- Academic requirements on track
- Professional and team-based working developing well
- Any concerns identified early, with support agreed where needed

End of teaching phase

- Caseload progression appropriate to trainee level
- Evidence of safe, formulation-led CBT practice
- Academic and teaching requirements completed
- Readiness to move towards post-teaching responsibilities discussed and planned

What We Look for Throughout the Year

Across all stages, reviews focus on:

Safe and effective clinical practice

- Delivering clinical CBT appropriate to trainee level in line with scope of practice
- Identifying and managing risk appropriately in line with service policy
- Attending and engaging in weekly supervision with service supervisor

Caseload management

- Managing a caseload appropriate in line with training expectations and service job plan adherence.
- Adherence to local service policies
- Balancing clinical, study and administrative time
- Maintaining clear, timely clinical records with adherence to the local documentation standards

Quality and learning

- Using outcome measures appropriately
- Actively engaging in supervision and learning
- Integrating university learning into practice
- Evidence of being proactive in obtaining shadowing and related clinical competency requirements.

Professional behaviour and values

- Demonstrating organisational and NHS values
- Working constructively within teams and partnerships

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| | <ul style="list-style-type: none"> • Sharing information between university tutors and service line manager where it relates to academic submissions and clinical performance. • Adherence to the service absence policy including when absent from university. • Minimum 80% attendance • Communicating professionally and respectfully • Academic work should not be completed during clinical service hours. University work related to academic submissions must be completed outside of service working hours. |
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Trainee CBT Role: How Progress Is Reviewed

We aim to be open about how trainees are supported and how progress is reviewed during the first year in post. Reviews are ongoing, supportive, and focused on helping trainees develop safely and confidently.

Our approach Reviews are designed to be **clear, fair and supportive**, with regular feedback and no surprises. Our aim is to support trainees to succeed and progress confidently into the next stage of their career.

In the event that a trainee is not meeting the required standards, the organisation will work with them to provide appropriate support, guidance and clear improvement objectives to help them progress successfully. However, where the required performance standards and objectives are not achieved within agreed timescales, despite appropriate support and opportunities to improve, performance concerns may be managed in line with the organisation's Performance Management and Capability Procedure (or other relevant organisational policy), which may ultimately result in a decision that the trainee is not suitable to progress into a CBT Practitioner role.